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ABSTRACT

Using Rorschach inkblots, the author sought investigation and disclosure of early-life determinants of young children's creativity as influenced by home and school environmental experiences. Significant and empirically defined characterological features of children and adults in their lives and children's Rorschach and other examination findings, paired with clinical parent and teacher interviews and observations, are discussed in terms of: (a) specific indices discriminating creative from less creative children; (b) life experiences favoring and impeding emergence of children's creative impulses. Findings clearly indicated that in skilled hands, Rorschach is sensitive to and capable of tapping young children's creative skills, talents, even though same have not been otherwise recognized and/or demonstrated. Findings consistent with the author's previous studies of creative and non-creative adolescents are presented. (Author)

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EARLY-LIFE DETERMINANTS OF CHILDREN'S CREATIVITY:

THE RORSCHACH PERSPECTIVE

Paper presentation to the annual
convention for the
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ABSTRACT

Using Rorschach inkblots, the author sought investigation and disclosure of early-life determinants of young children's creativity as influenced by home and school environmental experiences. Significant and empirically defined characterological features of children and adults in their lives and children's Rorschach and other examination findings, paired with clinical parent and teacher interviews and observations, are discussed in terms of: (a) specific indices discriminating creative from less creative children; (b) life experiences favoring and impeding emergence of children's creative impulses. Findings clearly indicated that in skilled hands, Rorschach is sensitive to and capable of tapping young children's creative skills, talents, even though same have not been otherwise recognized and/or demonstrated. Findings consistent with the author's previous studies of creative and non-creative adolescents are presented.

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EARLY-LIFE DETERMINANTS OF CHILDREN'S CREATIVITY: THE RORSCHACH PERSPECTIVE

by

Patric O. Peske, Psychologist

The use of projective methods in assessing children's creativity - - latent and/or manifest, is rarely cited in our literature. Using Rorschach inkblots, to whit, is never used in this regard. Indeed, there are reasons for this neglect. Most recurrent and prominent among reasons is that Rorschach is too complex for this purpose. The author asserts however, that precisely due to this "complexity" that Rorschach, in skilled hands, is eminently suited to the task as: 1. Rorschach permits an infinite diversity of possible interpretive responses much as do creative works (e.g., visual art); 2. because of the latter point (1), are capable of discriminating very finely, accurately, and permit emergence of unique individuality. If creative works or Rorschach were less complex, certainly more persons would tend to produce like interpretations and individuality would be obscured. To the extent individuality is highly and positively correlated with creativity and expressions thereof, individuality can not be obscured if creativity is our quest.

Creative acts involve (as do Rorschach interpretations), the organization of experiences and recognition of novel relationships. Rorschach, a non-structured visual process, encourages organization of perceptual experiences in a manner similar to that creative persons engage in when creating. In like manner, Rorschach, although not a "test" per se, is similar to many tests of creativity inasmuch as a person is presented with stimuli inciting free reign of the imagination. One advantage of Rorschach over tests however, is that all responses are correct and unconditionally acceptable. There exists no scoring motivation and/or other pressures to perform. The "test items" (viz., inkblots), are highly ambiguous and hence provide, especially for creative persons, stimuli which are capable of "triggering" and freeing creative impulses and providing an infinite number of opportunities to outwardly express them. These conditions are historically favorable to creative expression. Through perception, imagination, and memory, persons actively participate in creative processes with Rorschach. The relationships between creativity,

creative expression and Rorschach become clearer when we consider all as involving interhuman communication via sounds, objects, forms, images, or other external stimuli (supplied by some person(s), which permit another (others) in some fashion, to understand, interpret, react to, or appreciate at some experiential level. Communication of individuality is the essential component.

Research Sampling. For this study, the complete psychological examination records (including parents, teachers, others, e.g., social workers, counselors, interview data, observational records, biographical data), of 54 children aged 4-4 to 9-6 (M = 6-10; SD = 2.1) were randomly selected from a total N = 362. The 54 records were divided into two groups. Group A, creative children and Group B, less creative children. * Criteriae for inclusion in Group A was based on parents and/or teachers and/or others reports, estimates, evaluations of children's actual (past and/or present), demonstration of innovative, original, creative, solutions to problems, ideas, art works, verbalizations, motor expressiveness (gross and/or fine), written materials, play and/or other activities which might be considered both creative and with sufficient frequency and consistency, meriting inclusion in this group. Children not evidencing and/or being reported to have evidenced the above behaviors, achievements, with some frequency, consistency, comprised Group B.

Group A comprised 23 children (14 boys, 9 girls), aged 4-7 to 9-6 (M = 6-9; SD = 2-5). WISC Full Scale IQ's ranged from 107 to 124 (M = 112; SD = 9.2). Group B comprised 31 children (13 boys, 18 girls), aged 4-4 to 9-2 (M = 6-8; SD = 2-3). WISC Full Scale IQ's ranged from 104 to 121 (M = 107; SD = 11.1). Race, socioeconomic factors, number of siblings, ages and education of parents, approximated normal distributions. Children evidencing severe neuro- and/or psychopathology were excluded from the research sampling.

*RE: Criteriae for group inclusions. In the absence of criteriae for teachers, parents, and/or others (e.g., counselors, social workers, principals), to evaluate children's creativity, their estimates, evaluations, were incongruous to extents that clearly defined empirical referents had to be formulated, standardized, and validated before obtaining re-

liable estimates from these sources. Of particular interest was the finding that school personnel and frequently parents, referred to many children as "trouble makers," "smart aleck," "hyperactive," "emotionally disturbed," "uncooperative," "defiant," "oppositional," "learning disabled," and as often as not, intoned their reports with negativisms regarding the same children who they later, with aid of standardized empirical referents, unwittingly classified as highly creative! This finding re: the reliability of estimates of children's creativity was not originally conceived of nor was it the primary concern of the author. However, in view of the subjective erring on the part(s) of allegedly otherwise capable adults and the possible negative consequences for children as a result of these judgemental errors, this is perhaps more significant than the original study intent, viz., Rorschach indices of creative children.

Integration of Rorschach and other examination findings with interviews, reports, observations and biographical data of children studied, yielded considerable new information consistent with and enhancing tc the author's previous research of creative and non-creative adults and adolescents (Peske, 1972, 73, 75, 76). Prominent among these findings was the emergence of creative abilities among children who prior to study, had evidenced little creative expressiveness in school or otherwise as reported by parents, teachers, others. Analysis of all data posed many questions. Some were answered, some not, regarding early-life determinants of children's creativity and life experiences fostering emergence and development of same. Only significant and consistently manifest findings are hereinafter presented.

Independent of and/or in addition to Rorschach findings, the following factors characterized Group A children. These findings were corroborated in children's everyday functioning (past and present), at home, school, or other environments and include:

1. Free and voluntary expression of primary thought and perceptual processes
2. sensitivity to inner functioning, inner promptings
3. sensitive and intuitive re: others relationship(s) with them

4. prone to daydreaming; excellent night dreams recall
5. intellectually and behaviorally curious, adventurous, and self-motivated to try "new things" and experiment; openness to new experiences; high tolerance for ambiguity and uncertainties
6. alert and flexible responsiveness to novelty; ability to free associate readily
7. ability to flexibly engage in divergent or convergent thinking (but more prone to divergent)
8. above average native intellectual endowment(s)
9. preference for complexity; boredom with repetetive, tedious, activities
10. creative abilities, talents, exist independent of formal training
11. internally motivated to succeed, achieve, excel. Oppositional reactions to external motivators.
12. easily absorbed in work activities and ability to prolong closure. More process than product oriented.
13. poor response to rigidity, excessive structure, regulation, interference from others. Decided preference for non-directive relationships with others. Enjoys independence.
14. enjoys disclosing / relating, ideas, feelings, experiences. Generous as regards helping others. Readily accepts responsibility and leadership.
15. prone to spontaneous expressiveness (verbal and/or motoric)
16. learns well by actually participating in learning processes; learning by doing, by discovering own solutions
17. often performs poorly if subjected to overly conforming group activities, situations
18. easily conceives of several alternates to problem situations and integrates disparate parts into meaningful, unified, wholes or vice-versa, with little effort.

To significantly lesser extents, and more as exceptional than usual behaviors, numbers 1, 4, 5, 9, 10, 12, 15, 17, were found among Group B children but frequency and consistency were absent. These same findings in addition to several others following, are consistent with the author's earlier studies of creative and non-creative adults and adolescents.

The following dichotomies, notwithstanding some overlap, are presented. Only Rorschach findings occurring consistently and conspicuously in the majority of cases are included. Subsumed under column A are children who, on the basis of all data (e.g., formal, informal, examination, biographical, observational, teacher, parent, and/or other reports, and actual creative productions), were found, in actual daily life (school, home, other), to be highly creative, innovative, and decidedly more expressively and originally spontaneous than those children subsumed under column B. This is not meant to infer that column B children were not, are not, can not be creative. But rather, that they, on the basis of all data - - empirical and/or other, did not in past and/or present, demonstrate creative abilities, expressiveness, originality and/or other part-components of creativity tending to justify their being included in Group (column) A. This does not infer lack of creative skills, talents, or potential, for certainly, somewhere within the wellsprings of their functioning must lie some creative ability(ies) and/or ability(ies) to engage a creative "flair" in life's daily intercourse. It is just that such "flair," ability, talent, had not been demonstrated to date to extents that "creative," whether defined as a mere (or esoteric) term, concept, and/or behavior would accurately describe them for purposes of this investigation.

Examination Findings - Rorschach

A	B
a. prone to kinaesthesias to extent produced M's w/ A and obj. content	a. similar occurrances - rare
b. Mean # M = 2.7	b. Mean # M = .84
c. M = C or M > C	c. M < C
d. earthy positive color R's > superficial + average intensity color R's.	d. superficial + average intensity color R's > earthy pos. color R's
e. spontaneous expression of positively toned feelings toward responses and/or examination procedures > spontane-	e. prone to criticize responses. Spontaneous expression of positively toned feelings toward responses

	ous criticism of self + criticism of responses.		and/or examination processes = spontaneous criticisms of self and/or responses.
f.	sequencing -- loose	f.	sequencing -- predictable
g.	0+% = 24 (mean)	g.	0+% = 5.8 (mean)
h.	A% = 34 (mean)	h.	A% = 55 (mean)
i.	M > Fm + m or M = Fm + m	i.	Fm + m > M
j.	high and easy response to implicit relationships	j.	sought evidence and "real life" correspondence; few imaginative "leaps"
k.	apprehensive originals > motif + individualized + elaboration	k.	motif originals + individualized + elaboration > apprehensive
l.	axial movement responses > lateral	l.	lateral movement responses > axial
m.	FC > CF + C	m.	FC < CF + C
n.	predominance of "warm colors"	n.	"warm colors" < "cool colors" + no color responses in cards where color responses would be expected.
o.	vista responses involving 2 to 3 images contributing to W+ > 0 (mean = 1.9)	o.	vista responses involving 2 to 3 images contributing to W+ = 0; vista responses involving 2 to 3 images contributing to DD or Dr > 0 (mean = .7)
p.	H + Hd + (H) + (Hd) = or > A + Ad + (A) + (Ad) + obj.	p.	H + Hd + (H) + (Hd) < A + Ad + (A) + (Ad) + obj.

General Discussion. All children studied, to more or less extent, manifested some form of creativity in Rorschach. Using actual creative productions, works, as criteriae for children's creativity was found to be unreliable. This is primarily due to children's

young CA and attendant limited experiential repertoires and actual development of and/or exposure(s) to sources fostering emergence of latent creative abilities. Children who had actually demonstrated decided creative skills in creative productions demonstrated same in consistent, unequivocal, fashions in Rorschach. Correspondence between creative Rorschach productions and creative other productions was uncannily high ($r = .894$). One to two year follow-up of children producing similar creative Rorschachs but not other creative productions at the time of examination has further corroborated this finding - -independent of and/or in addition to statistical analyses (plural). Detracting (but not significantly so), from these glowing corroborations were the cases of children having produced creative Rorschach records but for reasons as the following did not overtly participate with their creative abilities:

1. environmental suppression, conformity demands, and/or other conditions unfavorable to creative expression
2. underexposure to stimuli(due to environmental restrictions (rather than lack of resources), favoring emergence of creative abilities
3. cultural understimulation and lack of resources
4. early-in-life psychological and/or other misdiagnoses of behaviors and consequent erroneous remedial treatments of the behaviors which very likely could have been creative strivings but due to awkwardness, crudeness, of the behaviors and lack of behavioro-expressive refinement (again due to CA and limited experiential sophistication), were viewed as, labelled as, "irregular," "undesirable," and/or otherwise negative behaviors.

Pairing CA and experiential limitations with the finding that many children who were in fact very creative in Rorschach but not necessarily so in daily life, with the high and positive correlation between Rorschach findings and actual creative productions, more than strongly and clearly demonstrated that Rorschach, in skilled hands, is a powerful means of tapping young children's creative abilities before they are actually otherwise recognized or demonstrated. Findings re: adult estimates of children's creativity (earlier

cited), tends to reinforce the finding that young children's creative skills, abilities, go unnoticed, are misdiagnosed, misinterpreted, often negatively rewarded and/or otherwise denied expression.

All children studied engaged to some extent in daydreaming, had active fantasy lives, and recalled night dreams. However, Group A children more easily and readily related these experiences, reported greater frequency of occurrence, and spontaneously stated that they enjoyed such events. Group B females related these experiences more like Group A children than did Group B males. Group B children (males and females), did not express like or dislike for these events unless directly asked. When asked, responses reflected indifference. The greater memory for and the ease of relating fantasy life and dreams of Group B females is likely related to the fact (despite unisex, sexual role liberation, and/or similar other clamourings), that males are, earlier in life and more frequently, "steered" into male-defined, experientially delimiting roles than are similarly aged females. This "steering" as it were, was found to be most characteristic of and implemented by adults (parents, teachers), who themselves were not very creative but were adjustmentally passive and conforming.

The incidence(s) (past and present), of overt, negatively aggressive, acting-out behaviors as reported by teachers, parents, others, was more prevalent for Group B than Group A children. Group B children, whether reported by adults and/or portrayed in Rorschach and/or other examinations, demonstrated low and poorly developed overall internally and externally directed fantasy levels as compared to Group A children where the opposite consistently and obviously obtained.

Both Groups A and B school grade-point averages, achievements, peer and adult relationships - - home, school, neighborhood, elsewhere, were examined. Group A children were found to excel both academically and socially in school (and other environments), where:

1. structure, guidance, supervision, was mild, non-directive (as opposed to oppressive, authoritarian)

2. self expression and participation with learning was encouraged

3. independence and self resourcefulness was emphasized

4. environmental climates reflected "spirit of the rules" rather than "letter of the law"

Group A children performed much less favorably and in fact, underachieved, were reported as being "trouble makers," "hyperactive," "emotionally disturbed," "smart alecks," "show offs," by parents, teachers, others, who themselves were creatively bereft and overconforming or who were otherwise obsessively motivated and/or creators of conditions opposed to those cited above (1-4).

Group B children required high degrees of certainty, predictability, and usually could be expected to underachieve in environments as outlined for Group A (above).

Groups A and B grade-point averages, achievements (all subject areas considered), were not found to be significantly different. However, as above-mentioned, Group A and B children did tend to underachieve and manifest greater neurotic (often phobic), symptoms if learning (or other) environments and persons were opposed to their creative expressive developmental needs.

Socially, Group A children (as creative-active adolescents in the author's previous studies): (a) preferred small group or individual activities; (b) reported few close friends; (c) related spontaneously and with ease to adults and peers; (d) as often as not, playmates, friends, were 1 to 3 years older than they; (e) they rarely actively sought, pursued, competed for, awards, badges, leadership roles, and/or group oriented activities. Group B children (again as the author's adolescent studies have shown): (a) prefer larger groups; (b) report many friends; (c) seek joining many social group activities; (d) seek, pursue, compete for badges, awards, leadership, and have a high need to be recognized and accepted by the group; (e) lack of expressive spontaneity in adult company; (f) model students who do what is expected, what they are told; not "boat rockers:" (g) mildly pseudomature and ingratiating with adults; (h) often viewed as and referred to as "good little men and ladies" (especially by adults who themselves valued conformity and were not "boat rockers."

Examination of Group A pass-time interests, hobbies preoccupations, when not participating with other persons indicated: (a) a wide variety of interests usually acquired accidentally. That is, through trial and error, curiosity, exploratory behaviors. (b) preference for unstructured activities permitting self expression; (c) very little television viewing. Preference for Batman was outstandingly frequent as opposed to learning type programs and programs involving heroes, supermen, daredevils, auto racer cartoons (these latter were, almost without exception, described as "yukky" by Group A males and females); (d) preference for walking, hiking, "wandering around" as opposed to riding bicycles or other vehicles; (e) preference for outdoor-indoor activities was about equal for males and females.

Somewhat in contrast to Group A (above), Group B children: (a) unanimously preferred indoor activities to those of outdoors; (b) had few active, absorbing interests. Hobbies, pass-times, most usually involved activities that were structured by plans, patterns, detailed instructions and/or some adult assistance; (c) preference for riding in and/or on vehicles (as opposed to walking, hiking); (d) frequent and prolonged television viewing. Pronounced preferences of males and females for auto racer cartoons, educational programs (e.g. poppyseed street), and other programs involving people in close relationships with transport vehicles. This is a very interesting finding as all Group B males (save four), very frequently and consistently enjoyed building (or owning already constructed), cars, trucks, rockets, airplanes. This same activity was found conspicuously present with adolescent males earlier studied by the author. Whether or not Group B males and females (more pronounced with males), preoccupation with enclosed transport vehicles paired with: (a) preference for riding vehicles instead of walking, hiking; (b) preference for indoor activities; (c) much television viewing, is related to fantasy escape from environmental oppression and/or indicative of desires to escape in conflict with needs for security, was not ascertained. However, in light of findings earlier cited regarding oppression of childhood creative impulses, males being "steered" into male roles early in life, and Group B children being relatively insecure, perhaps the prevalence of Group B children's

interests in enclosed vehicles do reflect escape fantasies and as they are insecure children, the preponderance of enclosed vehicles over open vehicles (e.g., motorcycles, bicycles), and preference for indoor activities, is explicable. To the extent these same children need to escape in fantasy and fantasy is a creative behavior, could it be that it is creative drives that are being oppressed? - That these drives are in conflict with environmental restraints, prohibitions, but - - being drives, must be expressed in order that the child maintain equilibrium (in Piagetian sense)? Affirmative responses to both questions would not be altogether untenable. This conflict, as with adolescents studied, appears at once to reflect a self desirous of uninhibited expressiveness and spontaneity and a self desirous of adult identification and acceptance which would preclude this expressiveness. This conflict was more notably present among Group B males engaging in passtimes related to model transport vehicles! These same males produced Rorschach content as heroes, supermen, and other human imaginary as well as human exhibitionistic responses in addition to portraying same in human drawings. These incidences were only present once in Group A male records.

Clinical interview with parents of Group B children indicated their (one or both parents), placing high value on communicating the following to their children: (1) unrealistically high achievement motivations; (2) excessive conformity, neatness, order and regulatory demands; (3) be friendly and get along with everyone; (4) demands to follow precedents, do what told to do unquestioningly, and general lack of reward for curiosity strivings; (5) withholding of nurturance, affection, recognition, as punishment for transgressing, violating, the above (1 to 4), was frequent. During clinical interview with Group B parents, they (mothers without exception), were evasive, defensive, irrational, frequently stated they were "getting mad" at interviewer, became rude, and staunchly defended the above values (1-5), despite patent evidences that such values demanded of their young child(ren) were significant contributors to their child's difficulties. Fathers on the other hand, were usually surprised that such values were even being communicated to their children and in all but three cases, their "surprise" reaction was, on the basis of data

obtained from in-depth interview with them, legitimate, i.e., not a facade. Mothers generally resisted changing their behavioral status quo even when advised they too would be more happy if they did. In the majority of cases, mothers demonstrated remarkably poor insight into their own behaviors and the pernicious effects same had on their children. In no instance were Group B mothers free of being powerfully driven by needs to maintain the status quo, attempting to create what they considered "good public images," perfectionism and other forms of obsessiveness which they staunchly defended. Two other interesting findings emerged: (1) in all instances save two, the mothers had initiated psychological examination of their child(ren). School officials cooperated but reported no "real" school related need. (2) when asked why they wished their child(ren) examined, responses were of natures stating that they felt their child(ren) was much smarter than grades, marks, indicated and they felt their child(ren) were not working up to potential. Almost unanimously (save one), fathers were content with whatever their child earned in terms of grades, marks, so long as they did not consistently fail or get into too much trouble.

Teachers (all female), of Group B children who were similarly driven (as Group B mothers), also defended their obsessiveness as necessary to class control, maintaining schedules, order, peace and quiet, etc., etc., even when it was empirically demonstrated that many children's difficulties arose in response to environmental obsessiveness as same was diametrically opposed to children's needs to expand, express, grow and learn.

Despite appearances, the above is not intended to be an anti-feminist declaration. Certainly there do exist in all our experiences working with children, a great number of similar males. It is just that females are so prevalent in the lives of young children as those studied, that to discuss the children without discussing such important influences on children as females are in fact, would be scientifically remiss. In the cases of female teachers, they were for the most part, required, as part of their job, to be as above-described -- more or less, due to policies established by male principals, who upon even casual observation, were obsessive beyond any call of reasonable duty! As often as not,

teachers themselves were not the originators of oppressive school environments. And, as casual observation continues, it is not at all surprising to find that principals are heavily influenced by the policies established by yet higher-ups who themselves are so driven by their own obsessive needs that concern for the real purpose(s) of schools, viz., for the growth, education and enhancement of future citizens is only secondary (often less), to their own ego needs (or deficits as the case may be).

Examination of children's home and school environments insofar as obsessiveness was involved indicated the following: (1) children subjected to obsessive home lives but not obsessive school lives, found school to be pleasurable, enjoyed school, liked the teacher, and performed well (overall). These children were usually early risers and were eager to get to school. These same children (that did not ride buses), often sought staying after schooi for one reason or another (e.g., for extracurricular activities), and/or took inordinate amounts of time to walk home and/or stopped-off with a friend to visit despite threats of punishment for "not coming straight home." (2) Children subjected to obsessive school environments were for the most part, late risers, had to be called to get up several times in the morning, arose with somatic complaints or developed same sometime prior to going to school, had high absentee records, were underachievers (relative to IQ scores), were given to misbehaviors prior to going to school, on school buses, and/or while at school, referred to as "trouble makers," "hyperactive," and/or other negatively toned descriptors to cite only the most frequent features of their school-related functioning. (3) Children with both obsessive home and school environments were, without exception, the most severely disturbed and evidenced the most adjustmental difficulties (in several respects, they were similar to those in number 2 above - but - the above behaviors were not location specific. That is, the behaviors were as likely to appear in school as at home.). That which did not appear even once among children in numbers 1 and 2 above, but did appear with those in number 3, was that of school phobia which in two cases was so severe that the children endured bleeding ulcers (one child had endured two surgeries for same), one child attempted suicide rather than go to school, both had appeared before

courtroom hearings and were threatened with residential placements, confinements, if they did not return to school. Both had undergone prolonged psychiatric treatment and medication. In neither case did psychiatric and/or psychologic diagnoses exceed that of school phobia. To date neither child is in school. Psychiatric and psychologic examination data clearly revealed, in both cases that: (1) mothers moreso than fathers were as those earlier described. That is, they were not only obsessive in their own lives but in dictatorial fashion(s), demanded that their children conform to this pathology; (2) mothers moreso than fathers and/or teachers were achievement motivated but for reasons of familial "tie downs" could not realize their own ambitions so they lived-out these ambitions through their young children as if the children were their maturational equivalents rather than children. As such, they made demands of the children that they themselves might have attempted had they fulfilled their own earlier life and/or present needs (e.g., perfection, order, get along with everyone, "no room for mistakes," "don't deviate from the proven, don't take chances," success only knocks once," etc.).

Examination of teachers of children as in numbers 2 and 3 (viz., school phobic children and children subjected to obsessive school environments), indicated them to be rigid, intolerant of erring and spontaneity; emphasizing conformity, regulations; discouraging to individual initiative, resistant to suggestions, ideas, even though they originally, overtly sought same from outside sources; demanded children's success at work, tasks, clearly beyond the children's developmental capabilities and punitive when the children failed; restrictive insofar as permitting children to interact in class, prone to overt criticism, denigration, of children who "got out of line," to cite the most frequent incidences. Indeed, children, mothers and teachers as described in numbers 2 and 3 (especially 3), are exceptions. Fortunately this is so. What are not exceptional but in fact prevalent, are children, mothers, teachers, who are, as those in 1, 2 and 3, but to lesser degrees. These persons, because they are less obvious: (1) require much more astuteness on the part(s) of psychologists and others working with children in order that they be recognized early; (2) must be recognized early as they (parents,

teachers), can effect more pernicious, widespread and long-term damage to children if they are not.

Summary. This investigation sought to disclose early-life determinants of young children's creativity using Rorschach inkblots. Findings clearly indicate that in skilled hands, Rorschach is sensitive to and capable of tapping young children's creative skills, abilities, even though same have not actually been otherwise recognized and/or demonstrated. As the need to create, be expressively spontaneous, and give free reign to inner impulses is especially essential to young children's adjustment, it is essential that such needs be recognized and met if: (1) children are to effect satisfactory inter- and intrahuman adjustments; (2) if schools, parents, and educational processes (in school and/or elsewhere), are to successfully meet and fulfill not only their responsibilities to society generally, but to children specifically to whom they should be wholeheartedly committed.

Significant and empirically defined characterological features and Rorschach findings of two groups of children were outlined. Namely: (1) children whose creative expressive needs were adequately met and fulfilled and (2), children whose similar needs were not. Characteristic parental and educational attitudes, values, emphases, encouraging or not encouraging to the emergence, development, and refinement of children's creative expressive needs were outlined. Perhaps the most devastating enemy to the emergence, growth and development of children's creative and/or other needs was found to be environmental obsessiveness - - the sources and manifestations of which were discussed at length. As females are so ubiquitous in young children's lives and are primary "influencers" of young children's actions, interests, behaviors, values, attitudes, and early growth in other spheres, female persons are in the uniquely powerful position of effecting, either positively or negatively, the emergence, growth and expression of young children's creativity as well as other endowments. The need for early recognition of pathologically obsessive parents, teachers, others, as significant environmental influencers of children's lives by astute and competent psychologists was stated.

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NOTE: Asterisk (*) indicates terminology, abbreviations, publications and/or methodologies which are either federally copyrighted, trademarked, patented (by P.O. Peske), and/or in the processes of such registrations.